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ABSTRACT

Schools today face a dilemma when teaching the young about drinking. If teachers acknowledge the fact that students drink, the teachers may appear to be condoning the behavior. Education about alcohol use that assumes the learners have and are having some actual experience is necessary but remains "difficult" for many teachers in many school settings. The majority of Americans do not favor a return to Prohibition but is increasingly restive about the obvious harm that is associated with alcohol consumption, particularly in accidents involving drunk drivers. The best premise is that education which involves students actively in the thinking and learning processes is the method most likely to help bring about some more relevant way for this culture to consider the use, nonuse, and misuse of alcoholic beverages. The selection of facts for alcohol education is a matter of judgment, but should include such things as the effects of alcohol, concentrations of alcohol in various beverages, and the fact that alcoholism is a treatable illness. Each teacher develops a certain style of teaching which reflects his personality and seems appropriate for the majority of students being taught. The learning experience may be more important for lower-class youth than for middle-class youth. Alcohol education is a unique context in which to see humans, beverages, and environments in dynamic interaction. Teaching materials can include those which stimulate thought or which provide information. Education about drinking must make it clear that a lack of agreement about alcohol use exists. (ABL)

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About the Author

Robert D. Russell is a Professor of Health Education at Southern Illinois University at Carbondale. He began research in and study of drinking by youth in 1956, while a high school counselor. He "officially" entered the alcohol studies field in 1959 with participation in the Yale Summer School of Alcohol Studies.

During his academic career at Stanford University and Southern Illinois University, he has made more than 160 presentations on alcoholic beverage use and abuse, developed curriculum materials and numerous materials for teaching about this beverage use, published over 70 research and other papers, and edited the *Journal of Alcohol and Drug Education* for eleven years. His present interest is in holistic health and how drinking and not drinking affect positive, holistic functioning.

What Shall We Teach the Young About Drinking?

Revised Edition

by
Robert D. Russell, Ph.D.

4

Center of Alcohol Studies
Pamphlet Series

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WHAT SHALL WE TEACH THE YOUNG ABOUT DRINKING?

"Our schools still have a social responsibility, that they share with the home and other institutions, which includes educating about use of alcoholic beverages. When there are social problems we should educate to prevent or alleviate them...but how should this be done?"

Yes, there are teachers and administrators who will make such a statement, but still not be certain about how to respond to the question that follows. Parents and other youth leaders also need to know more about how this can be done for the wide range of youth that are our younger generation. There is some wisdom relating to this task, but it needs to be reassessed and reinterpreted from time to time as society moves along and a new generation of youth makes up the learning population.

A BASIC DILEMMA. Let us consider, first of all, the primary dilemma for "alcohol educators" today: many students drink, on occasion; if the teacher acknowledges this fact, he or she may appear to condone illegal behavior. Therefore, how can the school learning experience be relevant to the majority of youth without honestly recognizing drinking, considerably before they have a legal right to do so or to buy alcoholic beverages? The school as an educational institution might be expected to encourage young learners to understand the nature of and motivations for drinking in a variety of contexts — in order that each might make the best decisions for himself, whatever they might be, now as well as in the future. But the school as a social institution is subtly (and sometimes not too subtly) coerced by adult society to indicate to youth that the expected "product" of alcohol education is abstinence during the school years. Although a majority of society assumes that a majority of youth will eventually drink to some extent, there is a difference of 5 to 8 years between the judgments of youth and of society as to when this can be considered appropriate. In short, education about alcohol use that assumes the learners have and are having some actual experience is necessary but remains "difficult" for many teachers in many school settings.

WHY IS THIS SO? OUR HERITAGE. In 1966 Selden D. Bacon, then Director of the Rutgers Center of Alcohol Studies (and now an Emeritus Professor of that influential center), told us that our ways of thinking about drinking have not changed to match our post-Prohibition drinking behaviors. During the latter part of the 19th century, Professor Bacon said, the view that alcohol was evil, that drinking was harmful and sinful, and that total abstinence was not only desirable but necessary for personal happiness and social stability, became the dominant view of virtually all American institutions. This

attitude is no longer dominant, and even though national Prohibition has not been the law of the land for over 50 years, most states have retained the spirit and laws of Prohibition for those under 21 years of age — and all states have for those under 18. Thus, although the general view of the majority of adults rejects the premises of the Temperance Movement, there has been an "avoidance" in developing any new conscious way of thinking about drinking, and this lack seems to encourage feelings of anxiety and ambivalence when adults are forced to face some tangible event or issue. (One example of such ambivalence appears in the reasons for adult opposition to drinking by the young: for many it arises from an idealistic concern that youth should develop as fully and wholesomely as possible without "crutches," combined, in some proportion, with a fearful concern for what youth "under the influence" will do.)

Since there is no new established mode of thinking in relation to youthful drinking, adult society commonly falls back to prohibitionist reasoning. Not necessarily because the prohibitionist reasoning is believable, but more because it is familiar.

Despite the fact that ours is typically referred to as a "drinking society," about a third of adults identify themselves as abstainers. Another 30 percent or less are moderate to heavy drinkers. Between these groups are about 40 percent who drink lightly or infrequently, and are, most of the time, more like abstainers than like "drinkers." The majority, then, does not desire a return to Prohibition, but is increasingly restive about the obvious harm that is associated with alcohol consumption, particularly in accidents involving drunk drivers.

THE PROCESS *IS* IMPORTANT. There is no sure way of developing clear thinking about this issue. The best premise is that education which involves students *actively* in the thinking and learning processes is the method most likely to help bring about some more *relevant* way for this culture to consider the use, nonuse, and misuse of beverages and drinks containing some alcohol. Where the process for students is almost entirely a passive one, then remembering rather than thinking tends to be the major aim — remembering within a context set by the teacher or society in general. If the process involves learners in active discussion, purposeful reading and consideration of social and human situations, and, of importance, the focus is on drinking rather than on alcohol, then the learning process itself may begin to bring about a modification in the culture's way of thinking about beverage use since the young learners of today are the culture modifiers of the future.

IS TEACHING ABSTINENCE IRRELEVANT? Not drinking must always be a considered behavior for some situations, even by those who see themselves as drinkers. Teaching for situational abstinence can be a reinforcement of appropriate behavior for that persistent minority who wish to remain totally abstinent. There also can be emphasis on the fact that many who do drink on some occasions are much more often abstinent and probably more like nondrinkers than like regular, heavy drinkers. "Responsible decisions" about drinking certainly include, "No, thank you," as well as, "Sure, why not." There needs to be a continual building of respect between those who totally abstain and those who exercise responsibility in their decisions to drink. This is the strong coalition that can make excessive, abusive drinking not acceptable.

CONSCIOUS ABSTINENCE. It is important for educators (parents and teachers) to realize that the abstinence of childhood and early adolescence does not carry directly over to the abstinence of later adolescence and adulthood for most nondrinkers. When drinking becomes, both psychologically and socially, a "possible personal behavior" continued abstinence becomes a matter of conscious choice and decision rather than a simple, unconscious nonbehavior. In most communities, for most youngsters, this occurs in the early teens; when it does, abstinence becomes a different issue from what it was previously and needs to be dealt with immediately, now as only one of the viable alternatives in certain social situations.

RISK...AND VALUING. The second important thing to realize about total abstinence is that it represents essentially a prudent stance in regard to risk-taking. The rationale of virtually all the temperance groups that prepare and distribute educational materials is that drinking produces so much misery and pain that it is too dangerous a practice to tolerate: it is a risk not worth running. This is a perfectly legitimate value judgment — a judgment of the meaning of certain facts — but it *is* a value interpretation of a kind of risk-taking, and learners should recognize and be able to deal with this as well as other judgments.

PARENTAL DRINKING BEHAVIOR. Youngsters who have parents (and perhaps other close family members) who abstain from alcohol with comfort are those most likely to be nondrinkers themselves. This is particularly so when drinking only nonalcoholic drinks is part of a valued family and religious tradition and where it is not a source of conflict in the family. At the other extreme, some youth whose parents drink abusively vow to remain abstainers but without the good models that help make this possible; other young people from such homes follow the parental model that is offered and become misusers, even as young drinkers. Youngsters who have some early "supervised" drinking experiences with their families, es-

pecially as part of a religious or traditional celebration, are the most likely to make responsible decisions about drinking, throughout life.

BUT DRINKING IS ILLEGAL...? "This is all very well — this dealing realistically with drinking and abstaining — but can a teacher really condone illegal behavior, which most drinking by youth is?" The answer to such a teacher's question just cannot be a clear-cut one. But some teachers believe that drinking can be *considered* without necessarily being *recommended*, although success in doing so may be more in the art of teaching than in the science. Several teachers can develop and conduct quite similar learning opportunities, but the perceptions of students and what is actually learned and later communicated to parents is often quite disparate from the several class sessions.

And so the truth may be that effective education about alcohol for youth in today's society requires some pedagogic risk. The teacher unwilling to take any risks is rather unlikely to inspire much important learning in this area.

NEVERTHELESS, SOME SPECIFIC SUGGESTIONS: WHAT TO TEACH. The alcohol studies field has produced more facts than could ever be dealt with in any realistic school education program. Selection of facts (whether by a teacher, by a curriculum committee or by a textbook writer) is a matter of judgment, and there probably is no set of facts that is clearly superior to any of several other organizations of information. However, there are certain "big ideas" which all students probably should encounter and wrestle with at some time in their educational experiences. These can be expressed as:

1. The effects of alcohol depend, on *each* occasion, on a combination of factors: the amount of absolute alcohol consumed, the time over which drinking takes place, the size and body condition of the drinker, the emotional and spiritual state and expectations of the drinker, and the nature of the social situation of drinking.

2. The motives or reasons for drinking, as well as for not drinking or overdrinking, are many and varied, and mostly consist of some complex combination of physical needs and reactions, mental, emotional and spiritual imperatives, and the influences of relevant other people, groups, and social institutions.

3. Distilled beverages have a higher concentration of alcohol than does wine, and wine contains more alcohol than beer, per volume consumed. However, one 12-ounce container of regular American beer contains about the same amount of alcohol

as a 5-ounce glass of 11 to 12% wine (alcohol by volume) or a "normal" mixed drink or cocktail with 1½ -ounce of 80-proof distilled spirits.

4. The alcohol in beverages is oxidized (burned, used up) in the body (after it is distributed in the bloodstream) at the rate of ¼ to ½ ounce per hour; intoxication occurs when considerably more than this combination of amount and rate is consumed.

5. When alcohol is consumed in amounts in excess of the rate of its oxidation, physical coordination gradually decreases, reaction is slowed, and vision and hearing are progressively impaired. Thus, actions requiring physical efficiency are not performed as well, especially those that the drinker is not very experienced in performing.

6. As excess (unoxidized) alcohol builds up in the bloodstream (and hence in the brain cells) there is a progressive loss of judgment, reasoning capacity, memory, and inhibitions, the most important (for young people, particularly) being those inhibitions relating to automobile driving and to sexual behavior.

7. Behavior after drinking tends to be somewhat less predictable in young people than in adults, because values and behavior patterns are not so well established.

8. Approximately 10 percent of the U.S. drinking population may experience a drinking problem or develop alcoholism. Symptoms of problem drinking may be evident in young persons and help may (and should) be sought early, before personal and social damage becomes extensive. As far as is known now, anyone who drinks could come to have recurrent problems associated with alcohol use.

9. Alcoholism is a treatable illness from which sufferers of all ages can recover, but cannot be cured. It occurs in males and females in all strata of society, but is more apparent in some families than in others. Alcoholism is a "family illness," which means that the nonalcoholic members of an alcoholic's family need to be involved in the treatment and rehabilitation process.

WHERE TO TEACH? Education about alcohol obviously can take place in a wide variety of settings. The school classroom may not be as exciting, as relevant, and as educative as other settings can be for certain individuals, but it can stimulate important learning, and it can be a prime source of understanding for *some* young-

sters. As emphasized earlier, however, instruction in the classroom is about situations and phenomena that exist in the world outside the classroom. Therefore, classroom experiences draw on outside happenings and, in turn, will need to be discussed, tested, and applied outside the classroom. Nevertheless, the school setting can be a relatively "safe" environment for youngsters, who might not otherwise talk to each other, to discuss situations and issues involving alcoholic beverage use.

HOW TO TEACH? Each teacher discovers or develops a certain style of teaching which reflects his or her personality and seems appropriate for the majority of students being taught. No teaching style will ever be equally appealing to all students, and almost any style will be effective with some. From what is known about learning, however, the best teaching is that which encourages active *utilization* of facts, ideas, and concepts rather than the mere memorization of numbers, terms, and certain dogmatic assertions. Where alcohol use is the subject, it is particularly important that students think about and deal with facts and ideas in the context of specifically defined and described social situations involving some realistic personalities. Admittedly, this is not as "safe" as keeping alcohol strictly in the abstract, but it is likely to produce learning that is more lasting and more adaptable.

One other thought: wherever techniques and approaches can be devised to allow students to "teach one another," the results are likely to be exciting and long-lasting. This means more than the mere formal report (e.g., "The Different Kinds of Alcohols," "Alcohol's Responsibility for Auto Accidents"), where the report is often being given to the teacher, really. Rather, it calls for the involvement of students in dialogue with each other, making statements, being refuted, thrashing it out, getting some teacher help, discussing some more...becoming "involved" — a necessity for more than superficial learning. Many young people have few opportunities for actual discourse with other youth who are not in their particular peer group or groups; this can be arranged in the classroom, and where the confrontation relates to drinking, the potential for thought and a genuine educative experience is high. Of course, such an opportunity also contains the seeds of chaos and miseducation; the teacher is still "in charge" and responsible for what happens. Student involvement approaches require teacher courage, but the rewards can be great, as courage increases with the exercise thereof.

WHO ARE THE LEARNERS? There is an underlying assumption in most curricula and teaching approaches that the learners will essentially be middle-class youth, with certain desirable middle-class values. Very little has been written about alcohol education for the lower-class, ethnic, or urban-ghetto youngster. Difficult though it

might be to implement some of the learner participation methods alluded to previously, the opportunity for learning might be even more with these latter youth, who are the least likely to remember or be impressed with things told to them in an authoritarian fashion. A blooming hypothesis; can it work?

WHO TEACHES? Obviously, those who teach about alcohol use are assigned the responsibility — but what are the requisites for excellence? One important necessity is a command of the facts, ideas, and terminology that will allow not only adequate presentation, but, more importantly, apt answering of questions which occur to students in the course of learning. Perhaps more important is that the teacher be relatively comfortable with his or her own position and behavior in relation to drinking, whether it be abstinence or some style of use. A teacher comfortable with her or his own personal position can more easily allow others to take different positions without feeling threatened. Thus, communication remains open, and education can continue. Another important trait is being neither afraid of nor *overly* concerned about young people. Either extreme (being too pessimistic or too optimistic) tends to allow the teacher to imply that most drinking results in drunkenness and then to overplay the results of drunkenness, including chronic drunkenness and alcoholism.

Back to the pedagogical: some of the most satisfying learning can occur when the teacher also is continuing to learn — and is willing to learn from the students whose learning he or she is directing.

WHY THIS LEARNING? Knowledge and understanding, particularly when they are gained in a process that encourages flexible application outside the classroom, can provide a youngster with a wider view of the possible effects of any drinking situation. It is important that the goal of this education *not* be perceived as total abstinence by all students. Many will drink experimentally, but with more understanding of what they are doing. Some will drink to drunkenness, but will have a better basis for assessing this excess and doing it less often and with less harm. Education will not prevent all "getting into trouble as a result of drinking," but it should prevent that which originates in ignorance. All of the factors that prevent problem drinking have not been identified, but an alcohol education program that involves the learners actively certainly qualifies as one factor. In another functional way, it helps the learner understand the behavior of others who drink, old or young, and provides some knowledgeable basis for giving help to a drinker who is unpredictably or repeatedly in trouble.

Aside from its utility in real-life situations, alcohol education also can be an excellent medium for understanding one's self and others.

A health philosopher once wrote: "Health education studies man in order to aid man in the study of himself." The same certainly can be said of alcohol education: it is a worthy focus for general or liberal education — a unique context in which to see humans, beverages and environments in dynamic interaction.

A WORD FROM YOUTH: FEELING. Alcohol education sprang from its temperance-movement womb full of highly charged emotion and concerned with achieving one simple behavior: abstinence. Then came the scientific era, and teaching was deemed best when it was drained of emotion. Today the imperative of youth is to study and see the human being as a creation who not only thinks rationally and acts purposely, but also as one who legitimately, as a part of his or her humanity, feels. Scientific facts must form the bedrock for teaching, but the human being who drinks — or abstains — does so for motives and reasons which need exploring, even in the classroom.

RELATIONSHIP TO DRUG USE. Is alcohol a drug? A generally acceptable definition for this classification is: "Any substance, other than food, that by its chemical nature alters the structure or functioning of a living organism," and for humans this means "substances that alter the mood, personality, or behavior of an individual." Alcohol certainly qualifies under this general description, but it is not the kind of drug prescribed by a physician, and prescriptions are clearly perceived as drugs. It is not illicit, like marijuana, cocaine and heroin, and these are comfortably called drugs. Alcohol provides calories but none of the other nutrients of food.

It could be called a "domesticated drug," which means that it is a legal substance (except for children and youth), it is used in many social situations, and its use, for most people, is controlled, to a large extent, by social customs and influences. Still it is partly responsible for a great deal of social upset, from minor inconveniences to death and destruction. Alcohol truly is hard to classify precisely.

In most school curricula learning about alcohol will be associated with learning about other drugs, which includes nicotine and caffeine. However, because alcohol is the drug most frequently used and also misused by youth, it probably should be considered separately from other drugs. Final decisions on the extent of the teaching unit should be made by school districts and even by individual teachers.

THE DRUG SCENE CONTINUES TO CHANGE. Still, certain practices are rather predictable. Most young people will experiment with alcohol before it is legal for them to do so. Some will become regular drinkers in their teens, and a few will show problems in a short time. Most, however, will drink only experimentally or situationally. About a third of youth will become cigarette smokers; this may diminish with the willingness of more nonsmokers to demand rights to "clean air." Marijuana is "available" in most communities, but use in the 1980's seems to have diminished from that in the 1970's. There are still many, many drug substances available, and a few young people continue to want to try a variety. Finally, however, alcohol use is much more likely than any other drug use.

SO, HOW ARE ALCOHOLIC BEVERAGES BEING SEEN? Most Americans would appear to view "drug use" (meaning shooting heroin, popping pills, snorting cocaine, and smoking pot) as worse than drinking beer (the most common alcoholic beverage consumed by young people). However, the feeling that drinking is a right that should be bestowed at age 18 is diminishing, and there is a trend back toward 21 as the legal age for purchase and public consumption. (A practical reason for this, however, is that a legal age of 21 makes it more difficult for youngsters in their early and mid-teens to obtain alcoholic beverages and drink openly).

There is increased concern for the causative role that alcoholic beverage consumption plays in automobile accidents. Almost half of the single-vehicle fatal automobile accidents among 16- to 24-year olds involve alcohol. When young people, who have had relatively little experience manipulating a car, drive after some drinking, the chances of serious accidents increase. The public does not want to see this "major killer of youth" increase still more. If the ethic that "the driver stays sober," could be accepted by youth as well as adults, such accidents could diminish. The trend is not clear enough as yet.

A WORD ABOUT "ALCOHOL." The terms "alcohol education," and "education about alcohol," certainly have been used in this discussion, but it is important for educators to be cautious in classroom use of the word, "alcohol." Accurately, this educational enterprise is concerned with people who use, who purposely do not use, or who misuse beverages containing *some* amount of ethyl alcohol. In real life, virtually no one drinks "alcohol;" rather, people drink beer, rose wine, screwdrivers, scotch and soda, martinis, etc. Even the stiff martini is still more than 50 percent water. It is easy to be against drinking alcohol, because no one really does it. Realistic education, then, should focus on beverages and drinks rather than on the chemical CH_3CH_2OH. It may be a form of "avoidance" to refer often to "alcohol."

TEACHING MATERIALS. Materials to assist and encourage the learning process are of two general types: (1) those that provide facts and information and (2) those that stimulate thought, discussion and judgment. The teacher is, of course, the primary resource. But, important as it is for the teacher to be able to transmit factual information, it may be even more vital that she or he be aware of some variety of reference books and magazines and journal articles which can supplement information presented in class for those students who become genuinely interested in some aspect of the topic. An increasing number of teachers' guides are available, many of which present some amount of factual material, describe a variety of ways of evoking learning, and present a bibliography of printed and audio-visual materials.

Most films and filmstrips (and there are an increasing number of both) offer some information, and some tend to guide students to an interpretation of the facts, while other audio-visual offerings are designed merely to stir up student thought and discussion, leaving interpretations to the viewers. Some teachers will find such aids very challenging and useful; others may find them frustrating because they do not serve as an adequate "substitute" for the teacher — they do not "wrap it all up" — as they are a stimulus to more learning rather than being the "learning package," intact.

At the same time as films are becoming more expensive, more schools, community agencies, and even homes are developing capacities to videotape and to use the replays of excellent network, public broadcasting, or cable television programs as opportunities for learning in the classroom. Computer presentations of information, simulations of decision-making situations, and learning games are of use in classroom, small group, or home learning.

PERIODICAL MATERIALS. Many teachers and leaders of youth groups feel the need for truly current information on alcoholic beverage use and misuse. One of the best publications is *The Journal*, a monthly array of current news from all over the world (but with excellent coverage of the U.S.A.), published by the Addiction Research Foundation of Toronto, Canada. The *Journal of Alcohol and Drug Education* is a thrice-yearly publication that has grown with the alcohol education field. Its papers are mostly research findings, but they do hone in on substance use by youth and on educational and other prevention programs. For those teachers with a developed interest in the alcohol studies field (and for able, interested students), the *Journal of Studies on Alcohol*, published by the Center of Alcohol Studies at Rutgers University, provides a current record of research in many disciplines and of publications from all over the world. In addition, teachers should know what teaching materials may be available through state or local alcoholism programs,

through their state department of education, and from independent agencies.

A COMMENT ABOUT "RESPONSIBLE." One of the premises of the classic Temperance Movement (that still influences American thought) was that there was *no* such phenomenon as "responsible drinking." Any and all drinking was considered irresponsible, because harm was bound to come. Fortunately for a culture that chose to allow alcoholic drinks as a legal choice, there was much evidence of responsible use. Yet in this last decade, prominent professionals have declared that "responsible drinking" cannot be used as a valid goal for alcohol education, because there is no way to quantify "responsibility," and there is no universal agreement on what this means in terms of behavior. Despite this pedantic push, the concept of responsibility remains an important one in any civilized country. Some now say that it is permissible to consider "responsible decisions about alcohol," but if the decision is to drink, then this becomes the issue of "responsible drinking"...again. Though it will be defined and described differently, it means drinking that does little or no harm to self or to others, that enhances social interaction rather than causing social problems, and that encourages positive spiritual relations among persons, those drinking and those not.

A PARTING WORD. There are some Americans who are against alcohol use with every fiber of their being. There are some who drink with nary a qualm of conscience, regret or thought of possible harm. However, the majority of adults (and the culture itself) exhibits a rather ambivalent attitude toward the products of alcoholic fermentation. (This means that they like some of the effects, but also are very aware of actual and potential harm that can come from imbibing.) Some would argue that education can never be effective until there is some national consensus representing personally intergrated views of beverage use. This seems to be a utopian condition and in a way denies the fact that actual drinking by real Amercans does produce a range of effects — from delightful to destructive — and, like as not, some of each. We have ambivalent feelings toward many aspects of life. We are strongly for peace, but spend billions on weapons of utter destruction; we laud marriage, but realize that this relationship is one of much pain for many (including homicide); we love fast, powerful automobiles, even as these kill and injure into the millions each year — and there are more of such ambivalences.

Education about drinking and not drinking must make it clear that this lack of agreement *does* exist. As noted earlier, essentially this is a lack of agreement on what risks are worth running and what changes in behavior are undesirable. Education which is honest in this regard and which encourages thought, learning and judgment may be part of the *process* that will enable our population to come

to a more united, less emotionally charged view of drinking. If such an agreement is not possible; if America wants alcohol use to continue to be both a pleasure and a pain, then education *for ambivalence* is appropriate and necessary.

Probably there are no perfect alcohol educators; there simply are too many variables in classroom instruction. But each classroom teacher does have some unique opportunities to contribute to the education of youth about drinking — education that can be a contribution both to the personally satisfying and the socially useful dimensions of young lives.

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About the Center of Alcohol Studies

The Center of Alcohol Studies was founded at Yale University in 1940. The center has been a leader in the interdisciplinary research on alcohol use and its effects and has been in the forefront of the movement to recognize alcoholism as a major public health problem. Dr. E.M. Jellinek was the center's first director, and the prestigious *Journal of Studies on Alcohol,* still published by the center, was founded by Howard W. Haggard, M.D. In 1962, the Center of Alcohol Studies moved to Rutgers University.

The center faculty have been trained in biochemistry, economics, physiology, psychology, psychiatry, sociology, political science, public health, education, statistics and information science. The faculty teach undergraduate, graduate and continuing education courses, including the world famous Summer School of Alcohol Studies. The SSAS alumni have assumed leadership positions in research, prevention and treatment of alcohol problems.

The center's four major areas of concern are: research, education, treatment and prevention. As part of the center's educational mission, this pamphlet series presents information on important topics in the alcohol studies field.